GOVERNMENT OF ANDHRA PRADESH
ABSTRACT

School Education Department – Continuous and Comprehensive Evaluation pattern of examination system – Implementation of Examination Reforms for Classes VI to IX from the Academic year 2015-16 and for class X from the Academic Year 2016-17 in fullest extent – Orders Issued.

SCHOOL EDUCATION (PROG.II) DEPARTMENT

G.O.MS.No. 82 Dated: 29.10.2015

Read the following:-

1. G.O. Ms.No.17, School Edn (PE.Prog.II) Dept. dated 14.5.2014
2. From the Commissioner and Director of School Education, A.P. Hyd (2) Letters Rc. No. 302/E1-1/2009-2, dated 27.6.2014
3. From the Hon'ble Minister HRD Note No.7/M(HRD)/2014, dated 11.07.2014.
4. Govt Memo No. 11564/Prog.II/A1/2014, dated 16.07.2014
5. From the Commissioner and Director of School Education, A.P. Hyd (2) Letters Rc. No. 302/E1-1/2009-2, dated 17.07.2014
6. Govt Memo No. 11564/Prog.II/A1/2014, dated 23.07.2014
7. From the Commissioner and Director of School Education, A.P. Hyderabad Letter Rc. No. 302/E1-1/2009-2, dated 23.07.2014.
8. Govt Memo No. 11564/Prog.II/A1/2014, dated 02.08.2014
9. From the Commissioner and Director of School Education, A.P. Hyd Letter Rc. No. 302/E1-1/2009-2, dated 05.08.2014.
10. G.O. Ms. No. 29, School Edn (Prog.II) Dept. dated 23.09.2014
11 From the Commissioner and Director of School Education, A.P. Hyderabad Letter Rc. No. 302/E1-1/2009, dated 02.07.2015.

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O R D E R:

In continuation of the Curriculum Reforms undertaken under National Curriculum Frame Work -2005 and Right of Children to Free and Compulsory Education Act, 2009, and with an objective to facilitate for a shift in the teaching learning process and to improve transactions of new technologies, and to transform the ways of learning to be comprehensive, holistic and dynamic, Government have brought in the Examination Reforms vide G.O. Ms. No. 17, School Education (PE.Prog.II) Dept. dated 14.05.2014 for classes IX and X from the academic year 2014-15 onwards. However, certain quantitative and qualitative measures were contemplated under the reforms such as reducing the number of papers from 11 to 9, giving 80% of the weightage to the Subject papers, and 20% of weightage to the Internal Assessment of the Student, Training for teachers on the new patterns of teaching and text books, summative and formating assessment etc., all of which require extensive capacity building at the level of all High Schools in the State of Andhra Pradesh but the said training programmes were not held due to various administrative reasons.

2. The Commissioner of School Education, A.P. Hyderabad in letters 2nd, 7th & 8th read above has stated, among other things, that the concept of Internal Evaluation has not drilled into the minds of either Government Teachers or Private Teachers. Since there are large number of Government as well as Private Schools in the State and introduction of the new procedure without taking adequate preparatory steps to orient the Teachers and Students to the new system will have serious ramifications on the future of the students. In the G.O. Ms. No. 17, School Edn (PE.Prog.II) Dept. dated 14.05.2014 has reduced the Language papers whereas the basic objective of School Education is to impart languages in the early years of student life. As such reducing two papers of the Languages to one paper and giving lot of weightage to the Subjects is not desirable at School level. The Commissioner & Director of School Education, A.P. Hyderabad has also opined that it is not possible to monitor the Internal Evaluation of large number of Government and Private Schools in the State and the new system would eventually result into reduction of academic standards.

The Commissioner of School Education, A.P. Hyderabad has, therefore, requested the Government to rescind/defer the G.O. Ms. No. 17, dated 14.05.2014 and requested to accord permission to constitute an Expert Committee with the Directors, RMSA, Government Examinations and SCERT to study and propose modifications to the reforms mentioned in the G.O. Ms. No. 17, dated 14.05.2014.

3. In the circumstances reported by the Commissioner of School Education, A.P. Hyderabad and considering the opinion of the Commissioner of School Education that require in depth study and consultation on the various academic issues raised, Government have kept the G.O. Ms. No. 17, School Education (PE.Prog.II) Department, dated 14.05.2014 in abeyance for the Academic Year 2014-15 only and constituted an Expert Committee with the following officers as proposed by the Commissioner & Director of School Education, A.P. Hyderabad: -

1. Director, RMSA, A.P. Hyderabad
2. Director of Government Examinations, A.P. Hyderabad
3. Director, SCERT, A.P. Hyderabad

4. Accordingly, the Commissioner of School Education, A.P. Hyderabad has submitted report of Expert Committee for taking necessary action in the matter vide reference 11th read above. The Expert Committee made the following recommendations

a) Implementation Schedule

- CCE should be implemented (Internal and External mode) from class VI to IX during this academic year (2015-16). This will be the field experience for the stakeholders to implement examination reforms in a desired manner.
- March 2016 SSC Public Examinations will be without internal marks, pattern and procedure will be as followed in 2015 public examinations. 11 papers with old patterns the number of questions will be same. But the nature of questions will be thought provoking, analytical and open ended in nature.
- CCE pattern of examination system for class X in fullest extent should be adopted during 2016-17 onwards with 11 papers.
- SCERT take responsibility to implement examination reforms up to class X.

b) Papers and Marks :

Subject	Total Marks	Marks for final Public Exam	Internal assessment marks [4FAs and 3SAs]
First Language Paper I (Telugu/ Sanskrit/ Kannada/ Odia/ Tamil/ Urdu)	50 marks	40	20
First language Paper-2 (Telugu/ Sanskrit/ Kannada/ Odia/Tamil/Urdu)	50 marks	40	
Second Language (Telugu/ Hindi)	100 marks	80	20
Third Language Paper-1 (English)	50 marks	40	20
Third Language Paper-2 (English)	50 marks	40	
Mathematics – Paper 1	50 marks	40	20
Mathematics – Paper 2	50 marks	40	
Science-Paper-1 (Physical Science)	50 marks	40	20
Science Paper-2 (Bio Science)	50 marks	40	
Social Studies – Paper 1 (Geography & Economics)	50 marks	40	20
Social Studies – Paper 2 (History & Civics)	50 marks	40	
Total	**600 marks**	**480**	**120**
Composite Course - Sanskrit Paper – 1	70	60	20
Composite Course - Sanskrit Paper – 2	30	20	

c) Marks weightage and duration of examination:

- **Language subjects** – 40 marks per paper and the examination duration will be 2 hours and 30 minutes in addition to 15 minutes for reading the question paper (2 hours 45 minutes) for Telugu/ Sanskrit/ Kannada/ Odia/ Tamil/ Urdu. 80 marks Hindi paper duration is also the same.
- **Non language subjects** – Mathematics, Science and Social Studies – Every subject will have two papers and each paper is for 40 marks and the examination duration is 2 hours and 30 minutes in addition to 15 minutes for reading the question paper.
- The Summative Examinations which are school based for class VI to IX and the final summative is of public exams at class X conducted by Director, Govt. Examinations. Each subject will be conducted for 80% of marks. The remaining 20% of marks are through internal assessment i.e. four Formative Assessments [FA] and three Summative Assessments [SA]
- The total marks of four Formative Assessments and two Summative Assessments conducted in an academic year will be accounted for 20% of marks in class X public examinations.
- Conduct one paper on each day except on general holidays.

d) Trainings – Responsibilities

- All the stake holders in School Education Department i.e., DEOs, Dy. EOs, MEOs, HMs and teachers should be trained in participatory approach for effective implementation of CCE. Mandal level, District level moderation boards should be constituted and the persons of the boards should be trained well.
- HM is the first level monitoring authority, responsible for school performance. So he / she has to be trained well in both academic and administrative aspects.
- All teachers should be trained well to adopt interactive oriented pedagogical approaches in classroom transactional process, how to frame thought provoking, analytical, creative, open ended questions and evaluation procedures.
- Responsibility should be fixed to all monitoring officials to observe implementation of formative assessment which plays a dominant role in CCE.

e) Co-Curricular Areas Assessment Procedure

- Assessment do not confine to cognitive areas, it is important to observe how student participate in other learning environments i.e., debates, discussions, projects, seminars, field works, model making, lab activities, literary association meetings, club activities, games and sports, cultural activities, creative activities etc. These are all the activities which lead to all round development of the student.
- No public exam shall be conducted in these subjects. However, these areas will be evaluated for three times in an academic year i.e. quarterly, half yearly and annually. Teachers shall observe and award marks. The average will be taken into account and the details of grade must be submitted on-line by HM to Director, Govt. Exams after verification by the moderation committee.
- Assessment of Co-Curricular areas is different from curricular areas. Teacher should observe the level of participation, interests towards across curricular activities, skills and abilities by using different tools like observations, discussions, rating scales, socio grams, project works etc.
- SCERT should develop suggestive Co-Curricular Assessment tools to enable the teachers to develop and utilized tools in proper manner.

- Part time teachers are to be appointed for co-curricular areas like dance, music, drawing, computers, work experience etc. Otherwise HM should allot the responsibility of conducting these co-curricular activities followed by assessment to the teachers. Initially, choice may be given to the teachers to select the areas based on their interest. If it is not possible, the HM should allot co-curricular activities to the working teachers as suggested hereunder:

  Value education and Life Skills – Language teachers
  Art and Cultural Education - Science teachers
  Work and Computer Education – Maths teachers
  Health and Physical Education - PET/ Social teachers.

f) Curricular Areas Assessment Procedure

- Ability of student learning competency cannot be assessed only through paper-pencil test. So it is necessary to follow Formative Assessment in addition to Summative Assessment by using different tools.

Formative Assessment Procedure

- Formative Assessment is the back bone in newly proposed CCE. The four tools in formative assessment are helpful to the teacher to assess his/her students in other cognitive areas like communication, participation, presentation, aesthetics etc. There are four formatives in a year. So teacher should record four times (July, September, December and February). The proposed four tools and marks allotment of formative assessment are hereunder:

  1. **Children participation and reflection** - (For languages - Read any book other than text book and write a report, Mathematics - prepare own problems and solution, Science - prepare lab report on experiment done by him/her, Social - Express opinions on contemporary issues) - 10 marks
  2. **Project works** - (Any other suitable tool may be developed by teacher preparation and presentation of Projects, Model making, art, paintings etc) - 10 marks
  3. **Written works**- (own expressions in note books, field observation, data collection and analysis reports, creative writings etc) -10 marks
  4. **Slip test**- Slip test should be conducted on selected Academic Standards. There is no need to conduct slip test in a specified timetable like our conventional unit test examinations. It is informal in nature teacher has, freedom to conduct slip test in his regular classroom transaction - 20 marks. **Total- 50 marks.**

For the effective implementation of formative assessment all teachers are to be trained and equip them how to create suitable learning environment and teaching learning process to make the students to achieve goals·

- Student should get 18 marks to pass in Formative Assessment.
- Even though there are two papers in Summative Test there is no need to conduct paper wise slip test and remaining three tools separately for class IX. Teachers have freedom to select topics or academic standards from syllabus of both papers.
- In case of Science, Physical Science and Biological Science teachers conduct and record Formative Assessment separately for 50 marks each.
- Finally add both Physical Science and Biological Science marks and reduced to 50 that will be record under Science subject.

g) Summative Assessment Procedure

- There are 3 Summative Assessments in a year (August/September, December/January, March / April). In case of class X, Public Examination will be in the place of third Summative Test to be conducted by Board of Secondary Education.
- Summative 1 and 2 question papers for Class VI to IX should be developed by District Common Examination Board.
- District Common Examination Board should conduct workshop by inviting group of teachers for each subject for question paper preparation.
- For Summative 1 and 2, each paper contains 80 marks for class VI to VIII only, whereas 40 marks for each paper in Class IX and X. (Hindi will be 80 marks).
- Summative 3 - final examination question papers Class VI to IX should be prepared by SCERT and Mail to all DEOs for printing and distribution.
- Academic Standards Weightages, number of questions, nature of questions should be similar for all classes i.e., Class VI to X.
- All teachers should be trained on newly introduced evaluation procedures, because questions are to be open ended, multiple answered, scope for individual expression, creative in nature.
- Number of question papers for class VI to VIII are one for each subject whereas two papers for IX class (except Hindi) for all Summative Examinations. So in class IX there are 11 papers similar to class X.
- Specific instructions should be given to teachers about paper wise syllabus for class IX and X.
- In Summative 3, each paper contains 80 marks only from class VI to VIII whereas 40 marks for Class IX and X because there are 2 papers in each subject (Hindi will be single paper with 80 marks).
- Pass percentage will be 35% for all the languages and non language subjects. So student should compulsory get 27 marks in Summative 3 - final examination.
- Finally student is awarded 100 marks (80% from Summative which is final exam and 20% marks out of 360 from 4 Formatives Assessments (50x4=200), 2 Summative Assessments (80×2=160) respectively.
- If a student gets 27 marks in external exam, he/ she should compulsorily get 8 marks from 20% of internals for the optimum pass mark which is 35, but there is no pass mark in 20% of internals.
- If a student gets less than 8 in internals, he/she must get remaining marks to reach 35 from external examination, for example, if a student gets 5 marks in internals he/she must get 30 marks from externals.
- These 20% internal marks from school are only bonus marks, they may not influence any way on students pass mark.

h) QUALITATIVE ASPECTS

Nature of the question papers and questions:

- The nature of questions are to be open ending, descriptive, analytic which tests children abilities of thinking, critical analysis, judgments and leads to self expression and away from rote memory. Children must be trained to think critically and construct the answers on their own. Ensuring that learning is shifted away from rote methods and memory oriented, focus on self expression and do away with using of guides and study material and memorizing of answers.
- The questions should make the children think and write. The questions should be analytical, application oriented and open ended.
- The questions once appeared in public exams should not be repeated.
- The questions given in the exercises of the textbook under each unit and lesson must not be given as such. They are only suggestive. The questions must reflect the academic standards.

i) Academic standards/ competencies to be achieved

- The questions in the public exam should be in relevance to the laid down academic standards/ competencies to be achieved in the subjects concerned.
- Weightage for the competencies of the subjects shall be developed and blue print/ weightage table prepared and accordingly question papers shall be developed.

Types of test items:

- Following are the nature of test items.

A) Non language subjects (Science, Mathematics and Social Studies)

o Essay type questions.
o Short answer questions.
o Very short questions
o Objective type questions – Multiple choice questions.

***B*) Languages subjects – Telugu and other Indian languages**

o Reading comprehension
o Writing
o Creative expression
o Vocabulary
o Grammar

C) Language – English

o Reading comprehension
o Vocabulary
o Creative writing
o Grammar
- Objective type questions which are multiple choice in nature.

j) Questions – Choice

- Each question paper shall contain internal choice for essay types of questions only.

k) Questions – Weightage:

- Blue print will be developed reflecting weightage to the nature of questions and academic standards. Questions shall be given from any lesson / any part of the textbook transacted in the specified period, without giving specific weightages to the lessons / units in relation to design of the question papers.
- The weightage tables must be kept in view while preparing question papers. Type of questions (essay, short answer, very short answer and objective questions) and academic standard-wise questions (how many marks and questions to each academic standard etc.).

l) Procedures for recording and monitoring of assessment data

- Children performance should be recorded in the form of cumulative record. This record contains continual aspects i.e., Formative Assessment – Evaluation during instructional process, periodicity of aspect i.e., Summative Assessment – Evaluation at the end of term. All round development of the student personality in scholastic, co-scholastic aspects to fulfil evaluation is a comprehension one.
- SCERT should develop model of cumulative records which should be supplied to all schools by SSA, RMSA to record students' performance at Primary and High School levels separately. Proper guidelines required to maintain such Records and Registers should be given.

- Specific Records and Registers should be maintained by the teacher as well as school. SCERT take responsibility to design such models keeping in view of data requirements of SSA and other educational agencies. This avoids repetition of work.
- SCERT should develop software for online monitoring, HMs should take responsibility to post student wise performance in online format.
- SCERT open Call Center- toll free number – will help all managements and institutions for smooth functioning.

m) Grading

- The marks based grading for classes VI to X with following range is given hereunder.

Grade	Marks in Languages (100 M)	Marks in Non-Languages (50 M)	Grade Points
A1	91 to 100 marks	46 to 50 marks	10
A2	81 to 90 marks	41 to 45 marks	9
B1	71 to 80 marks	36 to 40 marks	8
B2	61 to 70 marks	31 to 35 marks	7
C1	51 to 60 marks	26 to 30 marks	6
C2	41 to 50 marks	21 to 25 marks	5
D1	35 to 40 marks	18 to 20 marks	4
D2	0 to 34 marks	0 to 17 marks	3

Cumulative Grade Point Average (CGPA) will be calculated by taking the arithmetic average of grade points.

n) ROLE AND RESPONSIBILITIES

SCERT:

- The Director SCERT develops and submit the proposals to Government in consultation with Director, Government Exams.
- Develops guidelines on all aspects of examination reforms in the form of handbooks to the teachers and supervisory staff alongwith additional booklet on subject-wise model papers and Summative three papers.
- Develops guidelines for the valuation of answer scripts as a part of teacher handbooks.
- Monitoring and studies on the implementation of examination reforms at various levels and take follow up action.

Director, Government Exams:

- Collaboration with SCERT in finalizing the proposals based on the feasibility and for submission to Government for orders.
- Development of programme for the online submission of internals and co-curricular activities to the Director, Government Exams and designing the memorandum of marks / certificate. (2015-16 for class IX)
- Monitoring the submission of internal marks and other nominal roles.

RMSA:

- The RMSA shall support SCERT in developing teacher handbooks, material and conduct orientations to the teachers and supervisory staff.
- The RMSA shall support high schools with the required teaching learning material, resources to teach new textbooks, library and reference books based on the suggestive lists of resources, TLM and library books both for teachers and children.
- The RMSA shall take up printing of teacher handbooks on new textbooks, examination reforms, model papers, syllabus copies and material on co-curricular activities and provide to the schools on time.

RJDs of School Education and District Educational Officers:

- Conducting orientation to the teachers and supervisory staff on the new evaluation procedures. This also includes training to teachers and Headmaster of all private schools.
- Restructuring and strengthening the DCEB with one in-charge i.e. Secretary and constitution of subject specific groups with expert teachers @ 10 to 15 teachers per subject.
- Developing Model question papers printing and monitoring for the implementation for class VI to X .
- Focus on thinking and self expression of answers from the children and do away the practice of memorizing answers from the guides and textbooks.
- Gradual nurturing of self expression from class I onwards and focus on quality curriculum transaction and children learning outcomes rather than focus on class X alone.
- Concentrate on class VI teaching learning processes.

D.C.E.B :

- D.C.E.B. shall take up the responsibility of preparing question papers for classes VI to X (except public exam paper) and also sending them to schools. Summative three question papers will be prepared at SCERT and send to districts for printing and distribution.
- One Headmaster with sound academic background and commitment must be made as in-charge of D.C.E.B. subject-wise district teams with 10 to 15 expert teachers must be formed to prepare the question papers under D.C.E.B. The team members should include the textbooks writers from the district, SRG members, subject experts, teacher educators, experienced teachers etc.
- The subject groups of DCEB shall develop question papers and also examine the good questions furnished from schools and teachers. These teams must conduct subject-wise trainings in the district and also monitor the practice of assessment in the schools. They may be considered as members in the moderation committee.
- SCERT shall conduct orientations and trainings to the DCEB Secretaries and subject groups at regular intervals and build their capacity and also monitor the functional aspects of DCEBs. The DIETs, CTEs and IASEs shall support and supervise the work of DCEBs.

Dy. Educational Officers:

- The Dy.EOs are responsible for 100% implementation of examination reforms in their division and monitoring the internals. This is for both government and private schools.
- Identification of expert teachers in all the subjects and communicating list of such teachers to the DEO to consider for DCEB.
- Monitor the work of Headmasters in monitoring the correct work of internals and implementation of curriculum and co-curricular activities.
- Record the nature of curriculum implementation and examination practices in the inspection book of every Government and private school.
- The Dy.E.O. shall supervise the implementation of new textbooks, teaching learning process and implementation of Formative and Summative Assessment procedures before moderation committee visits the schools.
- The Dy.EO is responsible for arranging training programmes and creates awareness on curriculum transaction and examination reforms.
- Develop the knowledge on the basic aspects of curriculum, pedagogy, assessment duly reading and referring teacher handbooks, source books from SCERT and from other sources/ internet.

DIETs, CTEs and IASEs:

- The teacher training institutes i.e DIETs, CTEs and IASEs shall conduct training programmes to the teachers and observe the practices in the schools and provide on job support to the teachers and headmasters. Their observations must be shared in the review meetings, school complex meetings and take up studies.

Headmaster:

- Headmaster is the first level supervisory officer to ensure proper implementation of curricular and co-curricular activities, teacher preparation, lesson plans, teaching learning process and conduct of exams properly by all the teachers.
- Identify and encourage teachers and children for their best efforts and talent and take it to the notice of higher officials and SCERT.
- Using of guides and study material by the children and memorizing the finished answers will damage the children's thinking capacities and self expression. Therefore, guides and study material shall not be used. HM should ensure this.
- Allotment curricular and co-curricular subjects to the teachers available and see that all these areas must be transacted.
- Headmaster must check the evidences for internal exams i.e. proper conduct of Formative and Summative Assessments at school level and offer suggestions on the records and registers prepared by teachers and children. He should verify all the children and teacher records on FA and SA and satisfy himself before placing it to the moderation committee.
- HM to furnish internal marks and grades on FA and SA, co-curricular activities through on-line as per the schedule.
- The HM should follow the schedule for the conduct of internals and other exams and maintenance of children cumulative records and communicating the progress to the parents at regular intervals.
- The HM must ensure for quality classroom transaction by utilizing available TLM, equipment and library books in the schools.
- The HM should conduct monthly review on the performance of the teachers and children and record in the minutes book alongwith suggestions for each teacher and review follow up action on the minutes of the earlier meeting.
- Arrangements for proper feedback to the children and their parents on children performance and school activities.
- The HM is the first teacher and must be sound in academic knowledge by way of reading teacher handbooks, textbooks and other source books and conduct frequent sharing workshops within the school on teacher readings and other academic issues and concepts.
- The HM should observe the classroom transactions of each teacher and offer further suggestions and guidance for improvement.

Teachers:

- Teachers are responsible for the proper implementation of textbooks i.e. activities, projects, experiments, field investigations, information tasks etc.
- The exercises given under each unit/ lesson are analytical and thought provoking in nature and children should think and write on their own. There shall not copying of answers from the guides, study materials, copying from other children notebooks etc.
- The questions in the box items are meant for discussions in the classrooms where children express and share their thinking and ideas. This is helpful for application of textbook knowledge in their daily life situations.

- Prepare and implement curricular and co-curricular subjects assigned to them and transact in a qualitative way with a focus on interactive teaching, discussions with active participation of children.
- Read resource books and additional reference material to get more clarity on concepts and develop teaching notes on each lesson. Thus, add value to the textbooks.
- Conduct Formative Assessments (internals) and Summative Assessments and value the children notebooks and other records on regular basis. Maintain evidences of children performances in the form of children notebooks, records and keep ready for the observations of headmaster and moderation committee.
- The teachers shall take up remedial teaching and support children based on the gaps identified through Formative and Summative Assessments.
- Develop and use annual and lesson/unit plans and improve over time.
- Furnish children and teacher records pertaining to FA and SA to HM for his verification and for further guidance and suggestions.
- Encourage children for their initiative and attempts to improve and support them

5. The Government have examined the above recommendations of the Expert Committee and observed that continuous and comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this evaluation procedure, the teacher can turn all students into active learners by facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus it is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

6. The Government have, therefore, in supersession of the orders issued in the G.O. Ms. No. 17, School Education (Prog.II) Department dated 14.05.2014, accept the recommendations of the Expert Committee as mentioned at para 4 above and accord permission to the Commissioner of School Education, A.P. Hyderabad and the Director, SCERT, A.P. Hyderabad for implementation of examination reforms i.e. Continuous and Comprehensive Evaluation pattern of examination system for Classes VI to IX from the Academic year 2015-16 and for Class X from the Academic Year 2016-17 in fullest extent in all schools in the state i.e. Government, local bodies, aided and private recognized schools.

7. The Commissioner of School Education, A.P. Hyderabad and the Director, SCERT, A.P. Hyderabad shall take necessary further action in the matter.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

R.P. SISODIA
SECRETARY TO GOVERNMENT

To
The Commissioner of School Education, A.P., Hyderabad.
The Director, SCERT, A.P. Hyderabad
The Director, Government Examinations, A.P. Hyderabad
The Director, RMSA, A.P. Hyderabad, O/o Commnr of School Education, A.P. Hyderabad
Copy to: P.S. to Hon' Minister for HRD.
P.S. to Secretary to Government (SE).

// FORWARDED BY ORDER //

SECTION OFFICER